NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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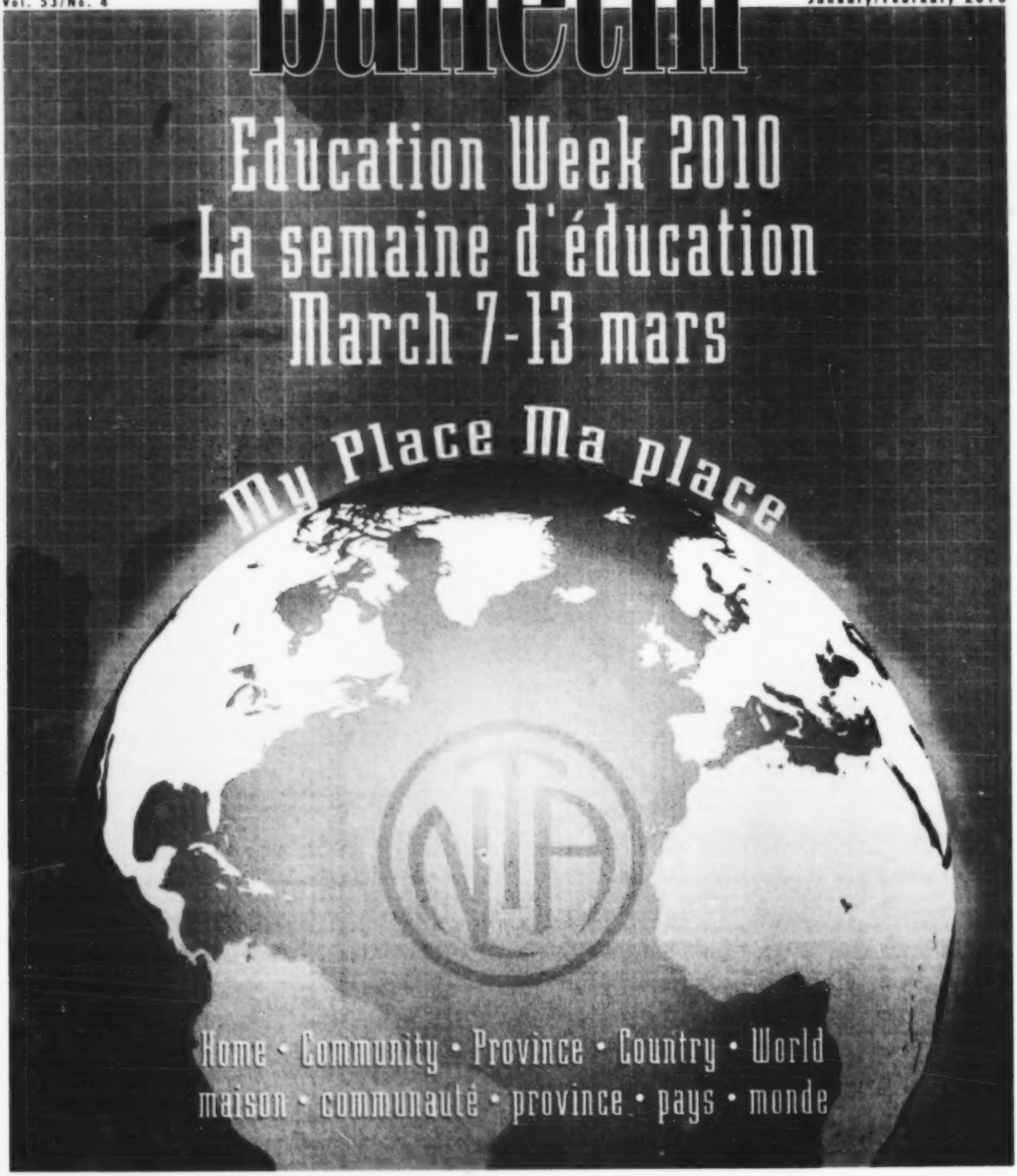
January/February 2010

Education Week 2010
La semaine d'éducation
March 7-13 mars



Up Front from the President

Another new year! May all that you dream, aspire to complete, or challenge yourself to do in this brand new year come true.

I can still remember all the hype around the turning of the century and all the problems anticipated with the year 2000 and to think, that was 10 years ago. Much has happened since then in all our lives, and mine certainly has changed in ways that I had not foreseen or even imagined was possible a mere 10 years ago.

I have always made resolutions in all aspects of my life every new year. Each January gives me a chance at a clean slate and it is up to me to decide on what to write or create on that slate. I usually make three types of resolutions: personal, professional and financial. In some years I am very successful in all areas, but in others I have fallen short. Making resolutions for me is like taking stock of my life no matter how good or bad it might seem at the time. It makes me look inward and see what it is that I want to achieve in my own life that I can control. There are many happenings in our lives that we cannot control but resolutions are ones that we can strive to accomplish.

I have thought long and hard about writing this article and having my personal resolutions out there for all to see if I can accomplish, but I think that it is a fabulous personal goal for me and by putting it in print (it is already posted on my fridge) will give me even more determination to achieve my goals. I have made three personal resolutions/goals for 2010: to go to yoga classes at least three times a week; to hire a personal trainer; and the biggest of all, to compete in The Telegram 10 Mile Road Race (the Teley 10) in July. The Teley 10 race has become the province's most popular road race and this past year there were over 2,600 participates. Ten years ago if someone said that I would have a personal goal of running any road race I would have said they were "bonkers". Here it is and through circumstances that I wished had never happened I have started running/jogging to help me through the stressful and difficult times. I find that I feel as free as a bird when I am running with any trials and tribulations just falling away from me as I soak in the fresh air and my surroundings as I thump along my path.

My youngest son, Tyler, was not athletic by any means in high school, unlike his older brother, Stephen. He did participate in several sports teams but was certainly not on the first line or a starter. However, when he entered Memorial University to study engineering he started running. He soon grew to love running and he found that he was exceptional at it. He continued running, took up biking and swimming and beyond what I thought was possible, started competing in Triathlons and Ironman competitions. He runs races all through the summer of varying distances. Last year his sister, Heather, and I cheered him on as he ran the 82nd Teley 10. We were so proud of him and I looked on in awe as thousands of people who came from all over this province and country to participate in this race crossed the finish line. There are many people reading this who have competed in this race. Last year a teacher, Colin Fewer, won the Teley 10 race with a time of 50.38. There are many reasons for choosing this race as one of my goals, but the main one is to run a race where my son and I will both be participants. I will not be competing with him as I am nowhere near his level of running (he completed the race last year with a time of 100.12, third in his age category). But I want to be in a race with my son. It will be one of those memories that will be with me forever and hopefully the same for him. It does feel good to have made the commitment to achieve this goal but the true test will be in completing the race in July. I will keep you updated on my progress from time to time.

As you continue to keep your own resolutions, if you made any, I hope the sense of accomplishing them brings you great happiness. If you have not made any, why not take 15 minutes each day for yourself and do whatever it is that makes you smile.

Time passes quickly and as we progress through the long cold months of winter I thank you for your continued enthusiasm, dedication, commitment and passion in ensuring that all of the students of the province of Newfoundland and Labrador have a first rate education. No matter what professional resolution/goals you have made this year, I wish you success in achieving them.

Happy New Year and may you cherish time spent with family and friends.

Lily B.

bulletin

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Important Information for Teachers

NLTA Membership Profile Updates

Please update your information on the Members Only Section of the NLTA website.

Go to **www.nlta.nl.ca** and log into the Members Only Section.

If you have forgotten your password you can request a new one on the site.

Once logged in you need to do the following:

1. Click on **MY PERSONAL INFO** (button on the left hand side of the page).
2. Click **EDIT**.
3. Click **PERSONAL INFO** tab.
4. Change the personal information you wish to change.
5. Scroll to the bottom of the page and click **SUBMIT**.
6. You will get a confirmation email stating that changes were made.

Questions? Contact: mail@nlta.nl.ca

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

SPANIARD'S BAY

Students participate in Name the Moose contest

A "Name the Moose" contest was recently held at Holy Redeemer School in Spaniard's Bay. This contest was sponsored by Mr. Ray Butt, owner of the Klondyke Hotel in Bay Roberts. The purpose of the contest was to name the moose that is displayed outside Mr. Butt's business.

The winner, Anthony Yetman, a Grade Five student from Holy Redeemer, named the moose "Nugget". Anthony received a cheque for $50. In addition, Mr. Butt donated $950 to the Holy Redeemer breakfast program.

Holy Redeemer staff and students would like to thank Mr. Butt for his continued support.

(l-r): Mr. Robert Bishop, Vice-principal, Holy Redeemer; Ms. Lisa King, Principal, Holy Redeemer; Anthony Yetman (contest winner); Mr. Ray Butt.

CONCEPTION BAY SOUTH

Operation Christmas Child teaches students value of giving

The Grade Two students at Upper Gullies Elementary School in Conception Bay South recently participated in the Samaritan Purse Operation Christmas Child Project. The students learned about how they can help others and how great you can feel when you help someone else. Together they filled 66 shoeboxes for underprivileged children across the world. Children who may never have received a Christmas gift before, received one this year because of these thoughtful students. "They are very proud of their efforts and were very happy to have put a smile on children's faces this Christmas," said Andrea Coffin, Grade Two Teacher at Upper Gullies Elementary.

The Grade Two students will also be having three food drives for the Conception Bay South Food Bank throughout the year to help people in their local community. "Keep up the giving and wonderful job Grade Two students at Upper Gullies Elementary!"

Grade Two students at Upper Gullies Elementary proudly display shoeboxes they filled for Operation Christmas Child.

GANDER

Gander Academy students take time to help others

On November 17, 2009, the Gander Academy Red Cross Youth Group participated in Operation Christmas Child, when over 120 students in grades 4, 5, and 6 brought in items to fill shoeboxes destined for needy children in underdeveloped countries. Along with their teacher sponsors and many parent volunteers, they were able to package 195 shoeboxes, which hopefully made another child's life brighter on Christmas morning.

The Red Cross Youth Group at Gander Academy was formed 10 years ago with an initial membership of 30 students. Today, it has grown to over 120 students from grades 4, 5, and 6, with eight teacher sponsors. The group is also involved with other fundraising activities such as Malaria Bites, Coats for Kids, and collecting food items for the local area Food Bank. They have been recognized many times by the Canadian Red Cross Society for their fundraising efforts. The most notable occasion was in 2004, when they raised over $5,000 to help victims of the devastating tsunami in Southeast Asia.

Red Cross Youth Group at Gander Academy take a much deserved break after packing 195 shoeboxes destined for children in underdeveloped countries.

The Red Cross Youth Group at Gander Academy continues to grow and support local and national charities every year. "The success of the group can only be measured by the support and admiration of staff and parents," said Diane Vey-Morawski, Vice-Principal of Gander Academy. "Not only do the students learn valuable organizational skills and the importance of teamwork but, most importantly, the students love what they do and feel proud of their accomplishments."

TORBAY

Students raise funds for Canadian Museum of Human Rights

Last Spring, students from Holy Trinity High School in Torbay took part in the Asper Foundation Human Rights and Holocaust Studies program. As part of the program, a group of students set up a lunch-time information booth at school where they sold "shine" pins to students and staff to raise funds and create awareness for the Canadian Museum for Human Rights which is currently under construction in Winnipeg. In total, the students raised $615. Their initiative was recently featured in the *Friends of Canadian Museum For Human Rights* newsletter in print and on their website at www.friendsofcmhr.com/resource/file/newsletter_fall09_en.pdf.

Students from Holy Trinity High at their display booth. Pictured are Ceilligh Bowden, Vanessa Meehan and Brittany Woodfine. Missing from photo: Nathan Barnes and Melissa Tuff.

ST. JOHN'S

Students brighten lives of those less fortunate

Macdonald Drive Junior High School in St. John's has once again participated in Operation Christmas Child. "The Random Acts of Kindness Committee members did a great job in spreading the word about this project," said Joan McCue, School Counsellor at Macdonald Drive Junior High. "They spoke to all classes, created a lobby display and posted information throughout the school. Towards the end of the campaign, there was much enthusiasm and more than 100 boxes were collected. The hope is that each gift-filled shoebox will brighten the future for a child in a country less fortunate than ours."

Students at Macdonald Drive Junior High spread the word about Operation Christmas Child.

NLTA Staff Changes

Ross Flood

The Provincial Executive Council of the Newfoundland and Labrador Teachers' Association is pleased to announce the appointment of Ross Flood to the replacement position of Coordinator, Employee Assistance Program, for the period January 4, 2010 to September 30, 2010. Ross is replacing Claudette Coombs who is on leave during that time.

Ross has a wide range of expertise in employment counseling and the field of counseling consultation and has been involved in both direct delivery of counseling services as well as for third party referrals. Throughout his career he has dedicated over 10 years to the direct delivery of wellness and EAP programs.

Ross has extensive knowledge in the development of wellness promotional activities and materials, both as a member of national working groups and in developing his own local resources such as information sheets, wellness newsletters, web-based materials, and the development /delivery of workshops on a wide range of wellness topics.

Ross has Bachelor of Arts and Bachelor of Education Degrees from Memorial University as well as a Master of Education from MUN in Educational Psychology and Counselling. He has the Myers-Briggs Type Indicator (MBTI) Certification, is an accredited facilitator for Insight Personality Profiles, and has received training in Basic and Advanced Critical Incident Stress Management, Negotiation/Alternate Dispute Resolution, Addictions Assessment, and Suicide Intervention.

He is an accredited Canadian Certified Counsellor and also a member of the Canadian Counselling and Psychology Association (CCPA).

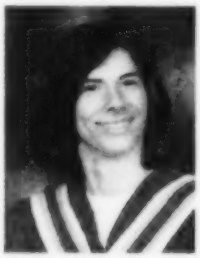
NEWFOUNDLAND & LABRADOR

NLTA Scholarship winners announced for 2008-09

Seven Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2008-09. They are: Chelsea Ash (Holy Spirit High School), daughter of Brian and Deborah Ash, Conception Bay South; Marc Bungay (John Burke High School), son of Katherine Bungay, Grand Bank; Christopher Dominic (O'Donel High School), son of Margaret Dominic, Mount Pearl; Jonathan Dredge (Viking Trail Academy), son of Lillian Amanda Dredge, St. Barbe; Michael Grudich (Corner Brook Regional High School), son of Paula McHugh Grudich, Corner Brook; Peter O'Rielly (St. Gabriel's All-Grade), son of Elizabeth O'Rielly, St. Brendan's; and Amy Powell (Roncalli Central High School), daughter of Connie Powell, Port au Choix.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at $1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.

Chelsea Ash



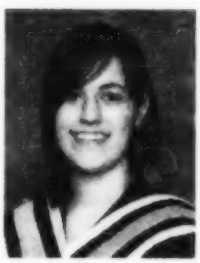
Marc Bungay

Christopher Dominic

Jonathan Dredge

Michael Grudich

Peter O'Rielly



Amy Powell

NLTA Medal winner announced

Richard Churchill, a native of St. Phillips, has been awarded the Newfoundland and Labrador Teachers' Association Medal for the 2009 Spring Convocation at Memorial University.

Richard graduated from Memorial with a Bachelor of Arts and a Bachelor of Education (Intermediate/Secondary Program). While at Memorial, Richard was extensively involved in university life as Co-President of the Education Society in 2007-08 and Memorial University Ambassador for two years. Along with a number of other voluntary activities, he was Group Leader for Memorial University Orientation for four years and an "I Love MUNdays" Senior Volunteer for Community Service Day from 2005-07.

Richard completed his internship at Beaconsfield Junior High. He taught last year at Random Island Academy and is currently a Grade 7 teacher at Bishop White School in Port Rexton. Since leaving Memorial Richard has continued his volunteer activities within his school and the community of Clarenville, where he currently resides.

NLTA Past-President, Sean Nook, presents Richard Churchill with his 2009 NLTA Medal.

The following was written by Richard Churchill on why he chose teaching as a career:

When I left Grade 12 I had discovered that my passion was working with people and helping them achieve their maximum potential. Much of that passion was fostered during my time spent as a member of the Bishops College student council, whereby, that involvement led me to choose Education as my course of study.

I became a teacher because, ultimately, I would like to become a guidance counselor in the K-12 school system, however, at the core of this decision is my belief that a sound education is the key to one's achieving his or her best in life. It was my belief that the transition from high school to post-secondary studies is a moment in time when our students need sound guidance and leadership to help steer them in the right direction, and I truly believe that I can help my students make the best choices.

I have survived my first year 'in the trenches' and I learned how special the vocation of teaching is. I had many wonderful experiences last year, and this year is proving to be much the same. I am enjoying my new life in Clarenville, where I have become an active member of the St. Mary's Anglican Church and the Clarenville Nordic Ski Club.

I am hoping to begin my Masters in Counseling Psychology this coming summer (2010) and I am looking forward to another great year of teaching.

The NLTA Medal is awarded annually to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree. The award is made by Memorial University on the recommendation of the Dean of Education.

Richard Churchill

CANADA

Looking for a way to engage the young girls in your classrooms?

Experiences is a national mentorship program for girls aged 12 to 17 and young women aged 18 to 25, that aims to provide them with the leadership skills and confidence to consider elected office, whether that is school council next year or 24 Sussex Drive down the road! Explore the mentorship opportunities available on our website and register at www.equalvoice.ca/experiences.

Cherchez-vous un moyen d'amener les filles de vos classes à prendre une part active dans la société?

Expériences est un programme de mentorat d'envergure nationale à l'intention des filles de 12 à 17 ans et des jeunes femmes de 18 à 25 ans. Le programme a comme objectif de permettre aux participantes de développer des compétences en leadership et d'acquérir une meilleure confiance en soi afin de les inciter à se porter candidates à des élections, que ce soit au conseil d'école l'année prochaine ou, rien de moins, qu'au 24, promenade Sussex! Nous vous invitons à découvrir et à vous inscrire au programme *Expériences* (www.equalvoice.ca/experiences).

MATTHEW PIKE, 1930 - 2009

Matthew Pike

In the words of Randy Travis, "It's not what you take when you leave this world behind you; it's what you leave behind you when you go." Matthew Pike left behind much to which we can aspire. He lived a fulfilling life. He was blessed to have seven children, seven grandchildren, and most especially a loving wife, Margaret Pike, whom he married in 1957, and continued to love until his passing.

One of the many gifts Matthew left us was his wisdom that he began to share when he embraced a life as an educator in 1947. In 1969 he founded the Northern Lights Branch of the NLTA and received a medal from Canada for his outstanding contributions to education in Newfoundland and Labrador. He received the Bancroft Award in 1985, which was the year he retired.

Clarence Sutton

Matthew embodied community spirit by contributing through various outlets in his area. He was actively involved in his local parish in many facets. He served on the Labrador Housing Corporation in Forteau; served on the board for Grenfell College; and on the Grenfell Regional Health Services Board. Matthew was also involved extensively with the provincial Liberal Party and received numerous recognitions for his contribution. In 1995 he lit the flame of the Labrador Winter Games, as he was the oldest person participating in the Games; his event was snowshoeing.

Matthew was known to be an exceptional speaker that resulted in countless invitations to be the Master of Ceremonies at various types of events. The last one was a mere four months prior to his passing. He was a lively entertainer who could naturally work a room. Even throughout his battle with cancer, Matthew continued to remain an orator who loved entertaining those around him.

Matthew was an intelligent wonderful man; someone to look up to and greatly admire. The quote by Robert Audi, "A teacher should have something to say; it should be worth saying and it should be said well," encapsulates my grandfather. Matthew Pike was an educator, a mentor and quite the entertainer; he has touched the lives of many and left his mark on the hearts of those who knew and loved him.

(Submitted by Maggie O'Toole, granddaughter of Matthew Pike.)

CLARENCE GERARD SUTTON, 1963 - 2009

On October 20, 2009, family, friends, colleagues, students and former students were deeply saddened by the death of Clarence Sutton.

Clarence was born and educated in Trepassey. He attended Memorial University where he graduated with a B.A.(Phys. Ed.), a B.A.(Ed.) and a Masters in Physical Education. He began his teaching career in his home town of Trepassey in 1986 at Stella Marris and over the next 21 years taught at St. John Bosco in Shea Heights and his last 12 years at St. Kevin's High, Goulds.

During his teaching career Clarence touched the lives of numerous students through his caring approach to life and learning. He strived to instill in them the thirst for knowledge in how people's actions affected others. Clarence was all about caring and giving students an environment that made them feel wanted and secure.

Clarence was an elite coach who touched a broad range of athletes from high school to the university level. Many comments referencing Clarence as a coach, said, "He was super knowledgeable about the game and even more knowledgeable about the people in the game". Of all his successes as a coach, he cared most about the idea of players developing to their full potential because of the game. His favorite quote, "It's not about the basketball", speaks volumes about his philosophy of sport and life in general.

Clarence was a very humble individual who daily went about his teaching, never divulging to the students his own personal athletic successes. He was an elite basketball player, from high school to both the provincial and university level, with many awards to show for his talents.

When not on the basketball court, Clarence, along with his wife Darlene, could be found at the hockey rink or some sporting event, supporting their beloved son Jesse. Clarence had that gleam in his eye when Jesse was competing, as sport was living, to Clarence.

His involvement in the Terry Fox Run and his efforts to educate all students and teachers of who Terry Fox was and what the run symbolized, had a special place in his heart. It is very ironic the cause Clarence championed through his idol, Terry Fox, claimed his own life.

Clarence is deeply missed by his loving wife Darlene, son Jesse, mother Catherine, brother Francis, sisters Corina and Rose, as well as a large circle of relatives and friends.

(Submitted by the staff of St. Kevin's High School, Goulds.)

CORNER BROOK PRE-RETIREMENT SEMINAR

Greenwood Inn & Suites, Corner Brook

March 25-26, 2010

(rescheduled from Nov. 5-6, 2009)

REGISTRATION FORM

Name _____

Home Address _____

_____ Postal Code _____

Home Telephone _____

Social Insurance Number _____

School Name _____

School Telephone _____

Email _____

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending) _____

Earliest eligibility date for pension _____

Have you attended a previous pre-retirement seminar? ☐ Yes ☐ No

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Note:
- Teachers within two years of retirement (on or before June 2012) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster
Benefits and Economic Services Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 *(toll free)*

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

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Date Received	Confirmation Sent	Information Package Sent

Going on Leave?

Things You Should Know

by DEANA HATCHER

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this article is to ensure teachers going on leave are aware of the steps which must be taken to maintain these benefits which include NLTA Membership, Group Insurance and Pension service. As well, we are often asked about the impact of such leaves with respect to pension and salary increments. The following table has been prepared to assist teachers in addressing these questions.

Type of Leave	NLTA Membership	Group Insurance	Pension	Salary Increments
Maternity Leave	N1	G1	P1	S1
Approved Unpaid Leave	N1	G2	P1	S2/S3
Approved Unpaid Sick Leave	N1	G2	P1	S3
Paid Educational Leave	N2	G3	P2	S1
Deferred Salary Leave	N2	G3	P3	S1

NLTA Membership

N1: Payment of $2.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. Normally, one cheque covering the entire period of leave is mailed to the NLTA, attention Finance Division, 3 Kenmount Road, St. John's, NL, A1B 1W1.

N2: Membership dues continue to be paid as normal via deduction from paid salary.

Group Insurance

G1: Teachers must arrange with the plan administrator, Johnson Inc., to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage. Should a teacher take more than 39 weeks, they must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share of the group insurance premiums for the additional leave period. Otherwise, if insurance is allowed to lapse during a period of parenthood leave, medical proof of insurability may be required in order to be reinstated in the plan.

G2: Teachers must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

G3: Payment of group insurance premiums continue to be paid via normal payroll deduction and government's contribution of their share continues.

Pension

P1: Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with Pensions Division to purchase lost pension service within six months from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by

government. After six months, the cost is at full actuarial value.

P2: Pension premium is paid on 80% salary, and 80% pension service accrues while on educational leave. Teachers may arrange with Pensions Division to purchase the lost 20% pension service within six months from return to work. If the service time is purchased with this window, the cost is at current contribution rates matched by government. After six months, the cost is at full actuarial value.

P3: Pension premium continues to be paid on the full salary (not the reduced deferred salary), and full pension service accrues.

Salary Increments

Teachers' placement on the salary grid is reviewed and changes made once per year at the beginning of the school year or at the date of initial employment of a teacher. To determine the number of teaching years for salary increments, all teaching days to the date of calculation are totaled and this total divided by 195, which is the number of days in a school year. A fraction of half a year or more is required to move to the next step on the salary grid.

S1: Credited fully as time taught for the period of leave (maximum 39 continuous weeks for maternity/adoption parental purposes) for the purpose of salary increment.

S2: Most unpaid leave is not credited for salary incremental purposes; however, it is credited fully as time taught when leave is related to upgrading qualifications or experience.

S3: Not credited for the purpose of salary increment.

Deana Hatcher recently completed a replacement position as Administrative Officer in the Benefits and Economic Services Division of the NLTA. She is currently a teacher at Bishops College in St. John's.

School Closure and Salary

When are Substitute Teachers Entitled to be Paid?

by PERRY DOWNEY

Clause 49.04 of the Provincial Collective Agreement (Clause 46.04 of the Labrador West Collective Agreement) states: *For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where: (a) the school is closed pursuant to Section 32 of the Schools Act, 1997; or (b) previously contracted substitute services are not required for any other reason(s) and the substitute teacher is not notified prior to reporting for duty at the school that his or her services are not required.*

Q. If a substitute teacher is contracted to work at a school on a particular day or for a particular contract period and that school is subsequently closed due to inclement weather, lack of heating, or other similar causes, is the substitute teacher entitled to be paid for the day or days? (Refer to Clause 49.04(a) – Provincial Collective Agreement: Clause 46.04(a) – Labrador West Collective Agreement.

A. Yes. Section 32 of the Schools Act, 1997 states that "a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when school" is:
(a) closed "because of inclement weather...";
(b) closed "by order of the minister responsible for health...";
(c) closed "by the board...";
(d) "declared uninhabitable by the board because of fire, storm, failure of the sewage system or other cause of a similar nature";
(e) closed "because the teacher was unavoidably prevented from opening the school because of delay in construction..., remodeling or renovations... and the minister is satisfied that no alternative accommodation was available";
(f) closed "because of a lack of heating or for other reason, where, in the opinion of the minister, the closing of the school could not have been avoided by the teacher"; or
(g) "the teacher is required to act as a member of a board of arbitration established in accordance with the collective agreement as defined in the Teachers' Collective Bargaining Act...".

Q. Is a substitute teacher still entitled to receive pay if school is closed pursuant to Section 32 of the Schools Act and the teacher is notified prior to arriving at the school?

A. Yes. Substitute teachers, once contracted to work, are entitled to receive pay for any day or part thereof, *if school is closed pursuant to Section 32 of the Act*, regardless if they are contacted prior to arriving at the school. For example, if a substitute teacher is contracted a week in advance to substitute for a teacher who is going to be absent and on the day in question, the school is notified that there is going to be a scheduled power outage forcing the school to close, the substitute teacher will still be entitled to be paid, regardless if the substitute is contacted by the school and informed that the school will be closed. The substitute is deemed to have kept school on that day for the purpose of determining salary.

Q. Would a substitute teacher be entitled to receive pay if previously contracted service is cancelled for any other reason other than those listed in Section 32 of the Act and the substitute teacher is notified prior to reporting for duty at the school? (Refer to Clause 49.04(b) – Provincial Collective Agreement and Clause 46:04 (b) – Labrador West Collective Agreement.)

A. No. If school remains open and the services of the substitute teacher are no longer required and the substitute teacher is notified prior to reporting for duty at the school, the substitute teacher is deemed *not* to have kept school on that day and thus would *not* be entitled to be paid. Scenario: A substitute teacher is contracted to work for a teacher who is scheduled to attend a professional development workshop. The day prior to the workshop, the workshop is cancelled and the regular teacher is scheduled to return to work. As long as the substitute teacher is contacted "prior to reporting for duty at the school" he/she would *not* be entitled to pay. However, if the substitute is not notified prior to reporting for duty, then they are entitled to receive pay for the day in question.

Additional information on these issues can be found in the NLTA Infosheet #13 "Substitute Teacher Member and Benefits" at www.nlta.nl.ca. Go to "Publications", then "I" for Infosheets.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Back to School After an Extended Time Away

Get Back to Where You Belong

by JUDY BERANGER

"Get back to where you once belonged" – lyrics from a Beatles classic "Get Back", could be a theme for teachers returning to the classroom after being away for an extended period of time.

Whether as a result of educational leave, maternity leave, deferred salary leave, or due to a death, illness, accident, or other happenings, returning to work can be challenging. It can simultaneously be both stressful and energizing – you may feel displaced, anxious and excited. Typically, the longer you have been off the more difficult the return. The trauma and pain experienced from an injury, for example, can be quite overwhelming and may affect many aspects of teachers' lives as they get refocused on manageable and realistic goals. Nothing improves well-being and performance, for all involved, like support and validation of the whole team. Empowerment and hope through peer support/assistance and empathy needs to be at its best to re-engage the returning teacher.

Workplace health and wellness has always been about creating healthy environments, where optimal thinking and performance are nurtured and valued. The new advances in neuroscience teach us about how our brains adapt to change. It emphasizes the value of tapping our right brain for the intuition and emotional awareness and the left brain for the logical, objective thinking. There is no better time to watch this in action than in creating a plan to welcome back a colleague who has been away for a while. What an opportunity for growth and enhancement of the entire school team! The plan can be tweaked until it involves everyone coming to understand that the transition involved in leaving and returning has an impact on all staff members – not only on the person on leave, but also on those who stay.

Typically, teachers are still recovering and integrating the effects of the transitions when they return to school. Recovery is as unique and diversified as the person who is working through the recovery. It is about moving through and beyond what has been experienced and integrating it into our hearts with new meaning. In *Broadening our Understanding of Wellness* (2005), White et al tell us that in the process of recovery "... individuals develop a positive and meaningful sense of identity separate from their condition, disability or its consequences on their life." There is still recovery time needed to settle back into the new normal, to move beyond what has been difficult and to establish a renewed sense of quality and well-being. No matter why the teacher was away, they likely have a wealth of new wisdom, knowledge and stories to share that will add to and nurture the team. One teacher returning from educational leave offered a "lunch and learn" experience to her colleagues: *It went so well that I was invited to speak at our staff meeting. It made me feel part of things again, seemed to give us the catch up we needed and ended the "jokes" about my time away.*

Teachers returning from mental health leave may be reluctant to admit that they feel some stress on returning to work and may fear appearing "weak" to their colleagues. Having strategies in place for open communication can serve to reduce, if not eliminate inappropriate comments – intentional or otherwise – from critical team members who may be unaware of the impact of their behaviour or words. An undercurrent of sarcasm, critical comments "said in jest", rumors, etc. can drain the necessary energy needed to be proactive. Few will argue that supportive relationships not only help the teacher returning but also contribute to the spirit of the team and school. For example, when one teacher returned to school: *My friend and colleague offered to do my lunch duty for the first few times after my return. She will never know how helpful that was as I had no intention of telling anyone that I didn't feel up to it. The next term I did a few surprise "cover offs" for her and she was delighted!*

Schools that are intentional about their "welcome back plan" do much better at empowering meaningful communication in support of the re-integration of the returning teacher. Caring and effective administrators are usually quite mindful of the importance of checking in to see how the returning teacher is coping

and how the school team is adjusting. It is through a caring, clear, consistent action plan that teachers who return to work can adapt quickly, bounce back and along with their colleagues, come to understand how the team is directly impacted whenever people leave and/or return. They find new and life-giving ways to navigate successfully through any challenges that may arise. Arthur Schopenhauer's story of the freezing porcupines illustrates the value attained when we find ways to work together and nurture what each member of the team has to offer. Several porcupines crowded themselves very close together one cold winter's night so as to profit by one another's warmth and save themselves from being frozen to death. With the impact of each other's quills pinching and hurting if too close, the porcupines worked hard to find just the right distance where they could benefit from the warmth they could bring each other. Some became angry and impatient and moved away from the group to be alone while others persevered until they discovered just the right space where they could feel the warmth from each other but not the pain of the quills. In the morning those who had worked diligently to find that safe spot comfortably survived the night. Those who couldn't be bothered were found in various places across the field – dead and alone. Effective teams find the sweet spots and never give up.

The Research

Teachers returning to work know they need to take care of themselves while taking care of their students. Time away may have triggered career questions and spurred the renewal of personal and/or professional goals with a commitment to be more mindful of choices and decisions. On a continuum, teachers return to work with feelings ranging from excitement and passion for their chosen vocation to trepidation and dislike for their work. The latter may lead to seriously questioning if their chosen profession is a fit and feeling convinced that the impending stress will be unbearable. Research conducted by psychologist Mary Steinhardt (*The Journal of Quality and Participation* - Jan/Feb 1999) found that employees who perceived their jobs as full of stress were the least resilient while those who use problem-focused, coping strategies were the most resilient. This research confirms psychologist Richard Lazarus's assertion that those who constantly blame others and dwell on their unhappy thoughts and feelings are the least resilient, most unhappy in their work, and more prone to illnesses. Teachers who practice resiliency skills on their return to work have been noted to possess the following traits:

- a belief in their ability to be productive and successful;
- a belief that their school is a good place which they can make even better;
- a capacity to constantly observe what works and what doesn't with plans for improvement;
- a realistic focus on their circle of influence which allows teachers to control what they can and let the rest fly out the window.

Albert Schweitzer once said, "In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit." Teachers who return to work after time away often talk about one or more special colleagues who went the extra mile to help them get back to their new place of belonging within the team. Who are these people in your school? They intuitively know that how teachers welcome their colleague back is a main determinant of a successful return. Individually and from a school perspective there are many things we can contribute to a return to work plan. Consider including some of the following suggestions in your plan.

- Respect preferences about how much the teacher returning to work wishes to disclose about time away. Create environments where it is safe to speak and to listen.
- Check the environment to which the teacher is returning – is it strong on motivation and respect or is it volatile with peer pressure towards a negative status quo?
- Be flexible and accommodating like the porcupines – allow time for everyone to adjust.
- Develop a clear action plan to facilitate the return of teachers and consider inviting a committee of teachers who wish to work on the plan. Ideas and creativity flow when shared with many minds.
- Celebrate the return of the teacher; check to see if there are any concerns and where you can help. Value fun and grow humor throughout the team.
- Have good catch up plans to bring the teacher up to date.
- Find ways to help minimize any impact on student learning programs and normal school procedures.
- Be the leader in welcoming teachers back to work. Find their sweet spot and allow it to strengthen the team.
- Your Employee Assistance Program is available to provide individual, team or school support if needed.

Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Ross Flood (ext. 242). Suggestions for future articles for this section are welcomed.

Integrating Web 2.0 Into Teaching and Learning

by JIM MURPHY

So, what engages students these days? Think back for a moment to your own school experiences. Who engaged you? Why? Who created the interest in you to want to become an educator? And again, why? Chances are it was the teacher or teachers who were able to make the curriculum come alive for you. I recall my English teacher bringing lyrics to some Springsteen tunes and playing the music as we discussed and became engaged in poetic discourse. For me, it brought the poetry to life and made it all seem so practical. But, back to my original question, what engages students these days? As educators, we would be somewhat remiss in our responsibilities if we did not endeavour to integrate the digital world of our students into their learning. It is the new interactive social technologies that have become the mainstay of their digital existence, their avatars are their personas and it is what identifies them as much in the real world as in their virtual world. So, how can we bring these immersive social technologies into the classroom and utilize them in meaningful and engaging manners?

First, let's analyze what is available and classify them according to their particular role. Chris Dede of Harvard University, in a recent talk on *How Web 2.0 Tools Are Transforming Learning and Knowledge*, suggests that we can break these tools down into three primary categories: tools for sharing, for thinking and for co-creating. A further examination of each of these categories reveals how they can be used effectively to engage learners.

Sharing

Tools in this category would include social bookmarking, photo video sharing, social networking and writers workshops/fan fiction sites. If you were to search any of these key terms, they will lead you to the hottest and latest Web 2.0 trends, Delicious, Facebook, twitter, YouTube, Ning, Flickr, Fanfiction.net or Myspace. As it stands today, many of our schools are blocking access to these sites, but if you are looking to find a lesson on just about anything on any subject, chances are you *will* find it on YouTube. So, to block or not to block, that is the question. There are many opportunities in Facebook to network with social justice groups or to take up and become involved with important environmental causes, or even connect with celebrities and world leaders who may have taken up a similar cause. Creating a class profile and using Facebook as a means to share ideologies is certainly a meaningful educational experience, but again, your access to these applications may be limited by policy. As mentioned in a previous article, Flickr will archive photos and allow you access to millions of other people's photos. But the real power in all these tools is the people behind them, real people sharing their talents and resources or taking on real world issues.

Check the following for more ideas on using sharing tools in the classroom:

- Facebook – http://org.elon.edu/CATL/conference/documents/FacebookEducation.pdf
- Flickr – http://www.jakesonline.org/flickrinclassroom.pdf
- Delicious – http://sites.google.com/site/fetc09/delicious

Thinking

In this category you will find such tools as blogs, podcasts and forums. You are sharing knowledge, news, opinion, facts, or maybe an interview with others. Practically anything in the curriculum can readily be adapted to one of these mediums and it provides students opportunities to express their opinions or share their learning. Blogs are everywhere on line. Every on line news or information site has a blog of some nature. Entire sites such as blogspot host only blogs. Have students create blogs on various topics and share them with the world. Have them critique professional blogs in online journals and newspapers. Turn journaling activities in the classroom into blogging activities. Remember that blogging is about conversation. It will be more engaging and will also encourage them to be more accurate and more cognisant of their content. Furthermore, blogs can easily be transformed

into audio blogs, or podcasts. Students can also create narrative texts and turn them into podcasts using free audio software and a simple headset. The bottom line here is that students will be more engaged in writing and speaking activities that extend beyond the confines of the classroom and into their digital worlds. You would also be somewhat surprised to learn how many students, or teachers for that matter, are already blogging and sharing ideas with the world in meaningful manners. Too numerous to mention, http://web20intheclassroom.blogspot.com/2008/10/ways-to-use-blogs-in-your-classroom-and.html offers 33 ways to use blogs in your classroom.

Co-creating

Co-creation tools are cropping up faster than the next onslaught of spam in your inbox. Wikis, Mashups and Collaborative Communities are examples of co-creating applications. The best explanation of Mashups can be found on Wikipedia and it states "a mashup is a web page or application that combines data or functionality from two or more external sources to create a new service." But the best explanation is likely on YouTube. Google it or follow this link: (www.youtube.com/watch?v=oMlEggjjrik).

Collaborative Communities often offer multiple tools that cross over into several areas, sharing, thinking and co-creating. They typically can offer blogs, forums and wikis so that participants can decide how they want to interact with the community. Some are simply "lurkers" and come to communities to find things they can use. Others are the "champions" that willingly share resources and knowledge with all community members.

Wikis are shared knowledge building sites. You can have students build new knowledge or contribute to currently existing knowledge. Wikipedia has risen to the top of the Wiki world as is known to be precise. But why are they so popular? Wikis have taken the power of knowledge from a handful of experts and distributed it to a much larger group of individuals with a vested interest in the subject area. Information is typically pair reviewed and edited and supported by multiple references that support the provided content. Here are a couple of quick ideas from Suite101:

- *Small Research Assignment:* Provide each student with a narrow research topic and a wiki page. Students then individually research the topic and post their findings in an appropriate length report. Students can then review each other's work, looking for not only grammar and spelling errors, but also critiquing sentence structure and research sources. This is also a good way to encourage discussion about copyright law as it applies to web resources.
- *Project planning:* A wiki provides a convenient way for all involved to post meeting notes, brainstorm, share ideas and list project steps. The final report for the project can be created in a wiki page for collaboration no matter what geographical distances involved.
- *Peer editing and reviewing:* Students would post a writing assignment, whether a paragraph, small essay or major paper that would then be available for comments from peers and the teacher. This allows students to learn from each other and also provides an avenue to dissuade plagiarism not only from online sources but also between students.

I mentioned several examples in each of the prior categories of how educators could potentially integrate these collaborative tools. Here is what I would consider to be the Web 2.0 technologies that may have the most classroom potential: Photo Sharing; Video Sharing; Wikis; Blogging; Podcasting; Social Networking; Productivity Tools; Web Conferencing Tools; Forums and Collaborative Communities; Fan Fiction/Writers Workshops. I am certain there are many others, but if you could integrate even 25 percent of these, it would certainly be appealing to your learners. As for their pedagogical application, a simple web search will produce plenty of results for each.

Depending on your interests or your students' interests, you may have another focus. Check out the following site where you will find a slightly different line up or suggested applications: http://www.slideshare.net/joelk/web-20-top-10-tools-for-learning.

To summarize, Dede's categorization of Web 2.0 tools certainly offers a simplified view of what we would like to accomplish using these technologies. So, instead of thinking of the applications available out there that crop up daily and with which we struggle to keep pace, thinking in terms of these three simple categories may allow for a better focus on the integration of Web 2.0 into the curriculum. Sharing, thinking, and co-creation activities certainly sound more palpable and achievable than attempting to tackle the vast array of options out there. So, when you consider planning for integration, begin with the end in mind. What is it we want the student to achieve and how? Engaging learners in these types of activities will surely be motivational. But, with planning, they can allow for the flexibility that we are often seeking as classrooms become more and more diverse and we attempt to respond to the needs of all learners.

Jim Murphy is Coordinator of the Virtual Teacher Centre.

A Teacher's Perspective

DFO Fishery Officer for a Day Contest

by VANESSA PITTMAN-BAKER

Editor's Note: *The following article by Vanessa Pittman-Baker, a teacher at Jakeman All-Grade School in Trout River, highlights the Department of Fisheries and Oceans Fishery Officer for a Day Contest. Vanessa is the teacher of last year's winning student, Samantha Butler, and they both participated in the "day in a life" experience.*

What a wonderful experience – A day in the life of a fishery officer. It not only opened Samantha's eyes to the duties of the profession, but mine as well.

I received the information about the contest in my mailbox at school. It tied in with the unit that we were completing at the time in science. In trying to offer students an evaluation option other than a pen and paper test, I decided to give them the "DFO Fishery Officer for a Day" contest as an assignment. I did let students know that it was a contest as well, and that I would be entering their posters in the contest.

I find that often times when students have the option of completing a contest, they choose not to, simply because it takes too much effort, but with it being an assignment that was being graded before it was submitted to the contest, I found that students had more interest.

I entered three posters in the contest, and all three students were recognized with a participation certificate and some prizes. They were all quite proud to have been recognized for their work. I appreciated the fact that DFO recognized all three students and not just the grand prize winner.

On the day of the trip we left Trout River at 8:30 a.m. with DFO Fishery Officer Dwayne Shears, in his truck. On the way to Corner Brook, Dwayne talked to us about the duties of a fishery officer and he explained to us what we would be doing during the day. When we arrived in Corner Brook, we were greeted by Fishery Officer Sherry Pittman. We put our lifejackets on and boarded the boat. Some safety procedures were explained, along with the purpose of the equipment that was onboard. Before we left the dock, Samantha was given the opportunity to help pump up the floats. We had a lovely tour through the Bay of Islands.

Dwayne and Sherry explained the things that they were doing – looking for buoys, reading the GPS, etc. They even pulled up along side a fisherman who was hauling lobster pots to demonstrate how they do their patrols, showed Samantha how to measure the lobster, gave her the chance to try measuring and had her picture taken by the pots. While on the patrol she was given the opportunity to drive the boat. These first-hand experiences absolutely thrilled her.

We ate lunch at the DFO office in Corner Brook and then proceeded to Deer Lake for Samantha's surveillance flight. We had a tour of the plane, the crew explained the equipment that was onboard, and then Samantha left for her flight. Unfortunately, due to limited seating, I didn't get to go on the flight with her. When she returned, she told me that she had a wonderful time on the flight and she really appreciated the fact that she got to fly over Trout River (her hometown) and take some pictures of her house and school from the air.

Grade 12 student Samantha Butler with DFO fishery officers Sherry Pittman and Dwayne Shears after her flight.

After her trip, Samantha was very glad that I had entered her poster in the contest. She said "[Teachers should] make students aware of these contests, and try to get students involved. It's even okay if you do what Ms. Pittman-Baker did. She "pretended" that this contest was an assignment, and she gave me a good grade, too."

In my opinion, the trip was an experience of a lifetime. It's not often that you get to "shadow" another profession for a day. We both learned a lot about the profession and made some friends in the process.

Samantha was very proud and excited to return to school the next day to tell her classmates and peers about her trip. From comments made in class and in the corridor, I know that other students wished that they had been made aware of the contest as well.

I'll definitely be entering my students in the contest again next year, and I encourage all teachers to enter their students as well. My students not only learned about marine life in the process, but being level 2 and 3 students, they gained some first-hand knowledge of a profession that is of interest to some of them.

To conclude, I'll quote a tidbit of Samantha's conversation with Dwayne, "It's too bad that every student couldn't get the opportunity to experience something like this. It was an awesome day."

"Students should take advantage of these opportunities and participate in these contests. They do take a bit of work, but there are great prizes to be won!"

Vanessa Pittman-Baker is a teacher at Jakeman All-Grade in Trout River.

***Note:** Information about the 2010 DFO Fishery Officer for a Day Contest has been sent out to all schools and is also available on-line at www.nfl.dfo-mpo.gc.ca. Deadline for contest entries is April 2, 2010.*

CASLT Launches Report on Supports for Developing FSL Teachers' Pedagogical, Linguistic, and Cultural Competencies

by SARAH DU BROY

The Canadian Association of Second Language Teachers (CASLT) promotes the advancement of second language learning and teaching throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

CASLT released a new research report at its AGM on October 1, 2009, entitled *Profile and Pathways – Supports for Developing FSL Teachers' Pedagogical, Linguistic, and Cultural Competencies*. To read the report, go to www.caslt.org/what-we-do/what-we-do-research-catalogue_en.php. Hard copies are available for purchase through the online boutique.

In response to suggested future directions and recommendations contained in a number of reports on French as second language (FSL) teachers and the challenges they face, CASLT established a committee to examine the knowledge, skills, and experiences required of FSL teachers to teach FSL effectively, and the initial and continuing teacher education learning experiences that contribute to the development and enhancement of these knowledge, skills, and experiences among FSL teachers.

The report examines three broad categories relating to FSL teaching: pedagogical skill, cultural competency, and proficiency in the target language. "We hope the report and its recommendations will provide a range of stakeholders with information, direction, and tools for self-assessment, program assessment and review, and recruitment, preparation and retention of FSL teachers. Key national initiatives are referenced and considerations and actions for collaboration are presented," said CASLT President Valerie Pike.

The report concludes with several considerations for action.

- Pathways for collaboration among FSL stakeholders.
- Pathways for strengthening initial FSL teacher education programs.
- Pathways for strengthening support for practising FSL teachers.

The European Profile for Language Teacher Education (Kelly and Grenfell, 2002) is suggested as a possible model for developing:

- a shared understanding and common terminology concerning FSL teacher skills, knowledge, and qualifications;
- FSL teacher qualifications that permit greater teacher mobility across Canada;
- a summary of effective practices for institutions and organizations offering initial and continuing language teacher education programs;
- a self-assessment tool for FSL teachers and candidates enrolled in initial teacher education programs; and
- a tool that will allow school districts to evaluate and enhance their current practices designed to support FSL teachers.

The report also provides information on a variety of current initiatives and activities related to the development of second language teacher skill and knowledge. National initiatives such as the *Roadmap for Canada's Linguistic Duality 2008–2013: Acting for the Future*, the role of post-secondary institutions in promoting Canada's linguistic duality, and the national agreement on internal trade are outlined, as are models of language teacher knowledge and skill development in Europe and in the United States. Following the recommendations in the report is a brief summary of three recent CASLT initiatives supporting language teacher development.

Sarah Du Broy is Communications Officer with the Canadian Association of Second Language Teachers.

L'ACPLS publie un rapport sur des appuis pour le développement des compétences pédagogiques, linguistiques et culturelles des enseignants du FLS

par SARAH DU BROY

L'Association canadienne des professeurs de langues secondes (ACPLS) encourage l'avancement de l'enseignement et de l'apprentissage d'une langue seconde partout au Canada en créant des occasions de perfectionnement professionnel, en encourageant la recherche et en facilitant le partage d'information et l'échange d'idées chez les enseignants d'une langue seconde.

L'ACPLS a publié un nouveau rapport de recherche intitulé *Profil et cheminement — Appuis pour le développement des compétences pédagogiques, linguistiques et culturelles des enseignants du FLS* lors de son assemblée générale annuelle tenue le 1er octobre 2009. On peut consulter ce rapport en cliquant sur www.caslt.org/what-we-do/what-we-do-research-catalogue_fr.php. On peut acheter un exemplaire du rapport en passant à la boutique en ligne.

Pour faire écho aux futures orientations et recommandations formulées dans de nombreux rapports sur les enseignants du français langue seconde (FLS), et aux défis auxquels ils font face, l'ACPLS a chargé un comité d'étudier les connaissances, habiletés et expériences que doivent posséder les enseignants du FLS pour enseigner le FLS de façon efficace, et les expériences d'apprentissage en formation initiale et continue des enseignants qui contribuent au développement et à l'amélioration de ces connaissances, habiletés et expériences chez les enseignants du FLS.

Le rapport examine les trois grandes catégories se rapportant à l'enseignement d'une langue seconde : habileté pédagogique, connaissances culturelles et maîtrise de la langue cible. « Nous espérons que le rapport et ses recommandations fournira à une gamme d'intervenants de l'information, une orientation et des outils d'autoévaluation, d'étude et d'évaluation d'un programme, et de recrutement, de préparation et de rétention des enseignants du FLS. On y mentionne des initiatives nationales clés et on y présente des considérations et actions axées sur la collaboration », a déclaré la présidente de l'ACPLS, Valerie Pike.

En guise de conclusion, le rapport propose plusieurs éléments pour passer à l'action :

- orientations assurant une collaboration parmi les intervenants en FLS
- orientations permettant de renforcer les programmes de formation initiale des enseignants du FLS
- orientations permettant de solidifier l'appui offert aux enseignants du FLS en poste

On propose le *Profil européen pour la formation des enseignants de langues étrangères* (Kelly et Grenfell, 2004) comme modèle éventuel servant à développer :

- un consensus et une terminologie commune concernant les habiletés, les connaissances et les qualifications de l'enseignant du FLS;
- les qualifications des enseignants du FLS qui permettent une plus grande mobilité de l'enseignant partout au Canada;
- un résumé des pratiques efficaces pour les institutions et les organismes qui offrent des programmes de formation initiale et continue pour les enseignants de langues;
- un outil d'autoévaluation pour les enseignants et les candidats à l'enseignement du FLS inscrits à des programmes de formation initiale;
- un outil qui permettra aux districts scolaires d'évaluer et d'améliorer leurs pratiques actuelles visant à appuyer les enseignants du FLS.

Le rapport fournit également de l'information sur toute une gamme d'initiatives et d'activités courantes liées au développement des habiletés et des connaissances de l'enseignant d'une langue seconde. Des initiatives nationales comme *Feuille de route pour la dualité linguistique canadienne 2008-2013 : agir pour l'avenir*, le rôle des établissements postsecondaires relativement à la promotion de la dualité linguistique du Canada, de même que les grandes lignes de l'entente nationale sur le commerce intérieur sont présentées, en plus des modèles de développement des connaissances et habiletés des enseignants de langues en Europe et aux États-Unis. Les recommandations du rapport sont suivies d'un bref résumé de trois récentes initiatives de l'ACPLS appuyant le perfectionnement des enseignants de langues.

Sarah Du Broy est une agente des communications de l'ACPLS.

RESOURCES

LIBRARY AND ARCHIVES CANADA: BRINGING CANADA'S TREASURES TO SCHOOL LIBRARIES

Canada's National Collection

Library and Archives Canada (LAC) holds a rich collection of Canadian documentary heritage. This national treasure spans the entire history of Canada and is comprised of materials in various media as well as archival records and published material of Canadian interest. There are more than 25 million books, periodicals, microfilms, literary manuscripts and government publications (200 kilometres of shelving!); over 21.3 million photographs; approximately 343,000 works of documentary art; the largest collection of Canadian sheet music in the world; 200,000 recordings on disks and records of all formats; 167,000 linear metres of government and private textual records; and 2.5 million architectural drawings, plans and maps.

Over the past nine years, LAC opened its vaults and digitized parts of the collection, making these treasures available online for Canadians anytime, anywhere. Since 2004, the LAC Learning Centre portal (www.collectionscanada.gc.ca/education/) offers teachers and students a one-stop window into the collection with resources developed for use in school libraries and the classroom.

LAC Home Page

From the LAC home page (www.collectionscanada.gc.ca), there are several ways to discover these digital resources. Using the Search All function in the upper right-hand corner, visitors can search library, archival, genealogical or website databases; searches can be refined with the advanced search function, such as search by media type.

The left-hand navigation menu provides several quick ways to narrow searches with options such as *On Our Website*, *Our Popular Resources*, etc. For example, by selecting "On Our Website," visitors can browse by topic, media, and product type to easily locate relevant databases, finding aids, and virtual exhibitions (thematic websites). Social studies teachers will find useful resources by visiting *Your History, Your Heritage—Online Exhibition Themes*.

Popular LAC Sites

The following virtual exhibitions are among the most visited by students and teachers:

- *Canadian Confederation*
- *First Among Equals: The Prime Minister in Canadian Life and Politics*
- *Lest We Forget: First World War Cenotaph Research*
- *The Kids' Site of Canadian Settlement*
- *Cool Canada*
- *Canada's Constitutional Evolution*
- *Passageways: True Tales of Adventure for Young Explorers*
- *Celebrating Women's Achievements*

If teachers or students are looking for images to use in lessons, projects, or to post on the class or school website, the collections below have a special "educational use" license:

- The EvidenceWeb features digital learning objects such as letters, photographs, and drawings;
- *Images Canada—Picturing Canadian Culture* includes over 164,000 images from 31 Canadian museums, archives, universities, libraries and government departments.

Learning Centre

The LAC Learning Centre is staffed by experienced professional educators who coordinate the development of educational resources, deliver onsite programming in Ottawa, present professional development workshops, and participate in outreach activities for the Canadian educational community during conferences, symposia and special events.

Learning Centre Portal

The easiest way to access all of the resources developed for teachers and students is through the Learning Centre portal at www.collectionscanada.gc.ca/education/. Visitors can select the link from *Our Popular Resources* or access the quick link located on the right-hand navigation menu of the home page—look for the yellow backpack logo. Teachers and students will find websites, educational tools, and digitized primary sources, including print documents, diaries, maps, illustrations, paintings, manuscripts, and music from the LAC collection. Not only do these resources stimulate students' imaginations and develop their critical thinking skills, but they also help teachers make Canadian history, literature and music come to life.

Educators should have a look at *For Teachers*. This section features comprehensive teaching units and strategies, lesson plans, ideas and activities for the classroom, quizzes, games, and guides on using primary sources. Many of the tools found in the Learning Centre have been developed as a result of suggestions and comments from Canadian educators. Teachers can suggest ideas by clicking on the *Submit an Idea* button in this section.

The *For Students* section includes links to great websites, designed just for kids, as well as suggestions for great books to read.

Students' learning skills can be improved using the Learning Centre Toolkit. Study guides in the *Toolkit* cover a wide range of topics and research skills, such as how to use primary and secondary sources, and how to develop Internet research skills.

Educational Resources

The *For Teachers* section offers a searchable database of over 85 educational resources, which are linked to provincial and territorial curricula, described using the CanCore metadata scheme, and presented in various formats such as HTML, PDF and RTF. These educational resources are developed by reputable professional curriculum consultants who use the latest pedagogy. A complete list is available in the Learning Centre *Educational Resources* electronic brochure; a print version can be ordered using the *Contact Us* option.

Resources may be comprehensive teaching strategies including units, or a series of lesson plans with expectations or outcomes, teacher instructions, student handouts, evaluation tools such as rubrics, suggestions for modifications or extensions. For example, *Moving Here, Staying Here—The Canadian Immigrant Experience* features a study guide to a young girl's personal diary, three critical challenges developed by the Critical Thinking Consortium and related resources on genealogy. The Learning Centre's most popular resource is the highly awarded educational program *Lest We Forget: First World War Cenotaph Research*, developed by Governor General's Teaching Award winner Blake Seward of Smiths Falls, Ontario; it includes complete teacher and student instructions, exemplar, suggested books and other resources for student research using primary sources from the military service files of soldiers and nurses of the First World War. Teachers can order photocopies of these files from LAC or arrange an onsite visit with their classes to consult the original archival files at LAC.

Ideas for classroom activities are less structured, but provide a variety of creative ways to use online material in an educational setting. The following are great examples of this type of resource: *Sir John A. Macdonald: Canada's Patriot Statesman*, *Life of a Rock Star* and *Canadian Mail Order Catalogues*. Many resources are a combination of formal lessons and suggested activities, such as *Without Fear, Favour or Affection: The Men of the North West Mounted Police*, which combines classroom activities and critical thinking challenges.

Explore the digital learning object repository *The EvidenceWeb*, which offers teachers and students a valuable selection of digitized original documents, including photographs, letters, diary entries, artworks, political cartoons, newspaper articles, and more. These materials are organized by theme to enrich student projects and supplement textbooks. In addition to thematic essays, item-level descriptions to provide context, three complete teaching units were developed to demonstrate how these digital objects can be used in classrooms. The units are available in the *EvidenceWeb Educational Resources* section. For example, students will explore various perspectives using primary sources to evaluate how the defection of a Russian cipher clerk in Ottawa led to the start of the Cold War.

Print Resources

The Learning Centre's most popular print resource for teacher-librarians, teachers and parents is the annual *Read Up On It* publication. This bilingual, thematic bibliography features 50 Canadian children's books on a given topic. It contains annotations, book covers, award-winning books and suggested classroom ideas. In addition to the distribution of 20,000 print copies per year, the publication is also available online: *Read Up On It*. This year's theme is ice floes and frost, but there are various past themes for ready-made reading lists on such topics as Aboriginal stories, humour, sports, poetry, fantasy, multiculturalism and magic.

A new teachers' kit entitled *The Prime Ministers of Canada* will soon be available free of charge. It will also be accessible online via the *First Among Equals: The Prime Minister in Canadian Life and Politics* website. The bilingual kit will include five critical thinking challenges, biography cards for all Canadian prime ministers, digitized primary sources including texts, speeches, diary entries, photographs, and political cartoons, and a poster featuring Canada's 22 prime ministers.

Coming Soon

Over the next few months, the following new educational resources will be available online:

- *Our Voices, Our Stories: First Nations, Métis and Inuit Stories* (Aboriginal storytelling)
- *Canada: A Literary Tour* (creative writing activities related to Canadian literature)
- *In Quarantine: Life and Death on Grosse Île, 1832–1937* (exploration and settlement of Irish immigrants fleeing the potato famine)
- *Project Naming* (exploring the stories behind the photographs of Inuit people)
- *William James Topley: Reflections on a Capital Photographer* (visual arts; making and using photographic instruments)
- *Artists' Books: Bound in Art* (exploring and creating poetry and artists' books)
- *The Early Chinese Canadians, 1858–1947* (consequences of immigration policy on the Chinese community)

To find out about Library and Archives Canada's new educational products and programs, bookmark the Learning Centre portal at **www.collectionscanada.gc.ca/education** and join their Distribution List for quarterly updates!

Canada Revenue Agency Resources

Teaching Taxes

The *Teaching Taxes* program is a useful tool for educators to teach students about Canada's tax system and an excellent program for high school and post-secondary students to learn the practical skills of preparing a basic income tax and benefit return. For more information, go to www.cra.gc.ca/educators.

Ordering Teaching Taxes

The 2010 Student Workbook and Teacher's Manual are ready. You can either order or download the *Teaching Taxes* student manual. The teacher's manual must be downloaded and printed. Orders for student workbooks will take 3 to 4 weeks to arrive.

With each student workbook, one General Income Tax and Benefit Guide, one T1 General Forms booklet, and two Income Tax and Benefit Returns are provided. For additional tax forms go to www.cra.gc.ca/orderforms.

Volunteer opportunities

Students who would like to make a real difference in their community may wish to volunteer with the Community Volunteer Income Tax Program (CVITP). This program helps to ensure that individuals who need assistance with their tax preparation receive it for free. For more information go to www.cra.gc.ca/volunteer.

Calendar 09

SCHOOL ADMINISTRATORS COUNCIL CONFERENCE 2010
March 17-19, 2010
Glynmill Inn, Corner Brook. Theme: *Leading from Good to Great*. Join us in Corner Brook for a cool learning experience. Check out www.sac2010.net for registration and agenda information.

TECHNOLOGY EDUCATION SIC CONFERENCE
March 18-19, 2010
(rescheduled from November 12-13, 2009)
Albatross Hotel, Gander. Keynote: Amber MacArthur, co-founder of MGImedia.ca. To register visit www.nlva.net/tesic/. For more information contact Joe LaFitte, joelafitte@hotmail.com or Corey D'Entremont, coreydentremont@esdnl.ca.

PRIMARY/ELEMENTARY SIC CONFERENCE
April 28-29, 2010
Terra Nova Park Lodge.
Further information to follow.

SYMPOSIUM ANNUEL FRANCOPHONE
6-7 mai 2010
Ottawa, ON. Enseigner à l'école de langue française en milieu minoritaire, c'est contribuer à un vaste projet de société. Devant une francophonie qui se diversifie, le quotidien doit tenir compte des besoins variés des élèves qui dépassent largement le cadre pédagogique traditionnel. En plus d'apprendre, l'élève d'aujourd'hui qui se prépare à intégrer la francophonie doit construire son identité, souvent s'approprier la langue s'il provient d'un foyer exogame, ou trouver sa place s'il est nouvel arrivant. Ce symposium annuel de la FCE portera sur les outils qui appuient le personnel enseignant devant des responsabilités qui se complexifient. www.ctf-fce.ca/symposium2010

ICED 2010: 21ST INTERNATIONAL CONGRESS ON THE EDUCATION OF THE DEAF
July 18-22, 2010
Vancouver, BC. Check the Congress website at www.ICED2010.com for updates on registration and hotel information, keynote and International Summit presenter biographies; social activities and post Congress Alaskan cruise.

EDGE CONFERENCE 2010
October 12-14, 2010
Delta Hotel & Suites, St. John's. *E-Learning: The Horizon and Beyond.*
Contact www.mun.ca/educ

School Administrators' Conference

March 17-19, 2010
Glynmill Inn, Corner Brook

Keynote Speaker: Cassandra Erkens
Guest Speaker: Connie Kamm

See conference website for information on registration, agenda, conference booklet, speakers, accommodations and sponsors.

www.sac2010.net

Dates to Remember

February 2010

Feb 1	**Deadline:** Applications for Educational Leave - teachers must make prior application to school board
Feb. 12	Janeway Day in the Schools
Feb. 18	**Deadline:** PD Fund applications

March 2010

Mar 7-13	Education Week
Mar 18	**Deadline:** PD Fund applications
Mar 25	NLTA Executive Meeting
Mar 26-27	Joint Council Meeting
Mar 31	**Board Deadline:** Notice for retirement at end of school year
Mar 31	**Deadline:** Centennial Study Award Applications
Mar 31	**Deadline (on or before March 31):** International Conference Presenters Program Applications

April 2010

Apr 1	**Deadline:** Johnson Bursary Applications
Apr. 15	**Deadline:** PD Fund applications
Apr 15	**Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 30	**Deadline:** Deferred Salary Leave Applications
Apr 30	**Deadline:** Year-end resignation from contract

May 2010

May 7	**Deadline:** Notification by Board of layoff
May 9-15	Branch Election Week
May 20	**Deadline:** PD Fund applications
May 28-29	NLTA Executive Meeting

June 2010

June 15	**Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
June 17	**Deadline:** PD Fund applications